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Don Schauder, "Entrepreneurship and The Academic Library: Insights from Organization Theory."
Proceedings of the IATUL Conferences. Paper 10.
<https://docs.lib.purdue.edu/iatul/1987/papers/10>

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Entrepreneurship and The Academic Library: Insights from Organization Theory

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1. Issues and Definitions

An urgent issue of the financially austere late 1980s is the extent to which academic libraries can diversify and increase their funding base, or obtain more productivity from their existing resources.

There is a widespread belief that more use could be made of the considerable expertise which exists in academic libraries to provide specialized information services to business, government and community groups.¹ Examples of innovative ventures that could be undertaken by academic libraries are highly customized information services; publishing projects in print or in electronic form; the creation and marketing of new data bases; the development and marketing of new devices or equipment relevant to information technology; and active, flexible consultancy services. Such products and services might be sold, or funded out of grant money. They would be sold to the education and research community, or to the wider information marketplace, namely industry, commerce, the professions, non-profit service organizations, and government.

The theme explored in this paper is whether academic libraries as organizations have the capacity to adopt entrepreneurship as a feature of their strategy and management style.

An *academic library* is a library that belongs to an institution of higher education, and whose primary role is to support the educational programmes and research activities of its parent institution. Academic staff and students are its primary clientele.

Entrepreneurs have been defined as "dreamers who do".² The entrepreneur is a person with a vision, and the commitment to make that vision a reality. The specific tool of entrepreneurship is innovation.³ The term *intrapreneur* has been coined for entrepreneurs who work within organizations rather than independently.⁴ Entrepreneurship is not an all-or-none trait, but rather a range of behaviours.⁵ In her studies of innovative managers and innovative companies, Kanter has distinguished two clusters or categories of accomplishments: *basic* and *innovative*. *Basic* accomplishments are done solely within the organization's existing framework, and do not affect its longer term capacity. Basic accomplishments include: working effectively within the bounds of one's

job (e.g. keeping services functioning normally during reorganization or rebuilding); achieving effectiveness in the deployment of staff (e.g. transferring a subordinate to a more suitable job); and advancing incrementally within one's job (e.g. handling higher volumes of work than in the past). *Innovative* accomplishments include effecting a new policy, or creating a change of orientation or direction; finding a new opportunity, developing a new product or service, or opening a new market; devising a fresh method, or introducing a new process, procedure or technology for continued use; and making structural changes – changing the formal structure, re-organizing or introducing a new structure, or forging a different link among units.⁶

Judgment and decision lie at the heart of entrepreneurship. In the context of economic theory, Casson defines an entrepreneur as “someone who specializes in taking judgmental decisions about the co-ordination of scarce resources”. The entrepreneur is “not concerned merely with the perpetuation of the existing allocation of resources, but with improving upon it”.⁷

For this paper, entrepreneurship in academic libraries means the provision of innovative products and/or services: a) to clientele outside the parent institution (i.e. institution of higher education) with a view to generating profit either in the form of money or other new resources, and/or b) to clientele inside the parent institution, but without requiring major new (as opposed to re-allocated) resource inputs.

Organization theory can help to answer the question: “Are academic libraries, as organizations, suited to entrepreneurship?” Etymologically, the word *theory* is concerned with *seeing* (cf. “theatre”), and the word *organization* derives from the term for an implement or tool. An *organization* can therefore be defined as *a social group formed and sustained by people as a device or tool to help them do particular things*, and *organization theory* as *a discipline that provides ways of looking at organizations in order to gain an understanding of them*.⁸ The fields of business, public administration and education, and the disciplines of anthropology, psychology, social psychology, political science, and economics have all contributed to the development of organization theory.⁹ The feasibility of entrepreneurship on the part of academic libraries exemplifies a practical problem to which organization theory can potentially be applied.

The ways in which academic libraries can participate in the information marketplace within and outside their parent institutions depend heavily on their organizational characteristics, and their developmental strategies. The decision on whether, and how far, to commit a library to relatively high-risk new ventures requires sound judgment, based on a deep understanding of the potentialities and limitations of that library as an organization.

Organization theory is important because all the people who are involved in the library, particularly in situations of change, need a framework of ideas to help them to understand the significance of their own roles within the organization, and to assess whether they are succeeding in what they are doing. They need to understand the organization in order to focus their advice

and criticism about policies and practices, and to participate in planning for the future. It is possible that their behaviour and attitudes are already substantially influenced, whether consciously or not, by theories of organization, both in the way that they comprehend their organization, and in the extent to which they can predict or foresee the possible consequences of decisions or actions they may take, or fail to take. Entrepreneurial activity involves not merely change, but change with risk. Under such circumstances a more deliberate and systematic application of organization theory can help all persons involved to achieve better understanding of the issues and the options.

There are several possible reasons for undertaking entrepreneurial activities, in addition to that of increasing the financial resources available to the library. Entrepreneurial activities might increase the professional experience, and also possibly the financial rewards of individual library staff. Such activities might enhance the library's reputation within the parent institution, giving the library more influence, and a higher priority in the allocation of institutional funds and resources. Entrepreneurial activities might also highlight the potential of academic libraries to contribute to economic prosperity and to meeting the needs of the wider community, thereby improving the chances of community support for future government funding to academic libraries.

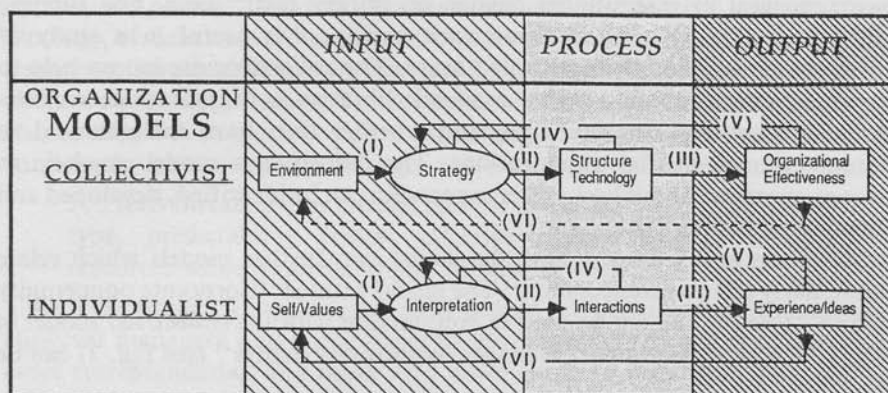
2. Theoretical Frameworks

Since the early 1970s a vigorous debate has taken place in the field of educational administration about the appropriate focus of organization theory. Two major viewpoints have dominated the debate. The question at issue between them is *how* organizations, and educational organizations in particular, should be thought about and studied. The mainstream viewpoint, which follows the positivist tradition of Simon is concerned primarily with *facts* – with questions of “What is?”¹⁰ The dissenting viewpoint, initiated by Greenfield, is concerned primarily with *values* – with questions of “What ought to be?”¹¹ The emphasis of the mainstream viewpoint is *objective*, while that of the dissenting viewpoint is *subjective*. The emphasis of the mainstream viewpoint stresses the collectivity, while that of the dissenting viewpoint stresses the individual.

The two viewpoints can be presented in parallel by means of two systems models (Fig. 1).¹² It can be argued that the two theoretical viewpoints are complementary rather than contradictory. When the models derived from the two theories are overlaid with one another, the effect is to re-unite the realms of *facts* and *values*, providing a single, powerful framework for understanding and inquiry. At the same time, the two viewpoints considered separately provide valuable critiques of each other's conceptual and practical pitfalls.

In Fig. 1, the *collectivist* model shows how opportunities and constraints from outside the organization (*environment*) are responded to (linkage I) by means of decision-making (*strategy*), resulting (linkage II) in activities which are allocated among people in the organization (*structure*) and carried out in ways that seem appropriate (*technology*). The organization's activities produce (linkage III) results which are assessed by various criteria (*organizational*

Fig. 1



TWO THEORIES OF ORGANIZATION:
A RESEARCH FRAMEWORK

effectiveness). Problems or unintended consequences encountered when *strategy* is applied by means of *structure* and *technology* result (linkage IV) in adjustments to *strategy*. Results which fail to meet effectiveness criteria result (linkage V) in adjustments to *strategy*. Where environmental factors are identified as the cause of failure to meet effectiveness criteria, attempts may be made (linkage VI) to change those conditions rather than adjust *strategy*.

The *individualist* model in Fig. 1 shows how the individual characteristics of people (*self/values*) are selectively applied (linkage I) by those people to the way (*interpretation*) in which they participate in the organization, resulting (linkage II) in collaboration or conflict with other people (*interactions*) in the organization. The *interactions* produce (linkage III) outcomes (*experience/ideas*) for the people concerned. Unforeseen consequences encountered during *interactions* may result (linkage IV) in adjustments to *interpretation*. Outcomes in the form of positive or negative *experience* or *ideas* may result (linkages V and VI) in adjustments to *interpretation* and/or to *self/values*.

The two models have thus been combined in a single framework through the systems approach of input-process-output. The intention is to illustrate, in a way that is hopefully more effective than many chapters of exposition, that greater understanding of organizations is likely to be achieved by participants at all levels if both sets of factors and relationships are considered.

The perspective of the theoretical framework in Fig. 1 could usefully be applied to a variety of organizational problems affecting academic libraries, both in terms of their internal administration and their relationships with their parent institutions or the external world. Problems that could be considered might be the impact of the increasing unionization of staff on the administration of libraries, the relationship between the organizational characteristics of the academic departments of the institution and those of the library, and

indeed any issue where predictions need to be made on the likely impact of environmental or institutional change on library staff, users, and funding authorities. The theoretical framework in Fig. 1 is useful in a study of entrepreneurship and the academic library. The *collectivist* model can help to answer questions about whether academic libraries as organizations are congenial settings for entrepreneurs, and whether they have the potential to become entrepreneurial organizations. The *individualist* model can help to answer questions about how entrepreneurship can be identified, developed and encouraged among library staff.

Stevenson and Gumpert have developed two further models which relate particularly to entrepreneurship.¹³ The model entitled "Corporate opportunity matrix" (see Fig. 2) can be used in conjunction with the *collectivist* model in Fig. 1. The model entitled "Manager opportunity matrix" (see Fig. 3) can be

Fig. 2

CORPORATE OPPORTUNITY MATRIX

Desired future state
characterized by
growth or change

		Yes	No
Self-perceived power and ability to realize goals	Yes	Adaptive, entrepreneurial organization	Complacent, though successful, market leaders
	No	Reactive planners	Bureaucratic and lethargic organization

Fig. 3

MANAGER'S OPPORTUNITY MATRIX

Desired future state
characterized by
growth or change

		Yes	No
Self-perceived power and ability to realize goals	Yes	Entrepreneur	Satisfied manager
	No	Frustrated potential entrepreneur	Consummate bureaucratic functionary

used in conjunction with the *individualist* model in Fig. 1. The "Corporate opportunity matrix" and the "Manager opportunity matrix" are based on a typology of behaviours that range from *promotor* at one end of the scale to *trustee* on the other. The *promotor* type of manager is confident of his or her ability to seize opportunity. The *promotor* expects surprises, and expects not only to adjust to change but also to capitalize on it and make things happen. In contrast the *trustee* type of manager prefers to rely on the status quo and:

... feels threatened by change and the unknown ... To the trustee type, predictability fosters effective management of existing resources while unpredictability endangers them.¹⁴

As is common with typologies, most people fall between the two extremes. However managers who move closer to the *promotor* end are predicted to be more entrepreneurial, and those who move closer to the *trustee* end, less so. The two matrix models in Figs 2 and 3 portray the implications of the *trustee-promotor* typology for individual managers and their organizations. The entrepreneurial manager, and the adaptive entrepreneurial organization, are predicted to desire and envision a future state of affairs that is characterized by growth or change. The entrepreneurial manager and the entrepreneurial organization are both predicted to perceive that they have the power and ability to achieve their goals within that changing future.

3. Applying the models to Academic Libraries

Theories, and models derived from them, become stronger each time they are subjected to empirical test. In the context of academic libraries the models outlined above have hardly been tested at all.

However in 1986 a study of academic libraries was undertaken in the state of Victoria, Australia. It was based primarily on the *collectivist* model in Fig. 1 (henceforth referred to as "the Victorian study"). Hypotheses and propositions concerning the relationship among the factors of the model, namely *environment*, *strategy*, *structure*, *technology*, and *organizational effectiveness* were formulated, and were largely supported by the survey results. Respondents to the survey were 17 of the 21 chief librarians of universities and colleges of advanced education in Victoria, or their representatives. The methods, results, and interpretation of the survey have been reported.¹⁵

Typological sub-models were used for measurement of all the factors in the *collectivist* model. The sub-model used in the survey to categorize the factor *strategy* had much in common with the *trustee-prospecter* typology of Stevenson and Gumpert.

The themes of leadership, decision making, change and innovation broadly cover the concerns included in definitions of organizational strategy. For example Robbins gives the following definition of *strategy*:

The determination of the basic long-term goals of the organization and the adoption of courses of action and the allocation of resources necessary for carrying out these goals.¹⁶

The sub-model of strategy used in the Victorian study was that of Miles *et al.*¹⁷ It provides a typology which characterizes the strategies which decision makers can adopt for their organizations. The categories are those of *defender*, *analyzer* and *prospector*. These categories are described in Table 1.

It will readily be seen that Miles' *defender* strategy is closely aligned to Stevenson and Gumpert's category of *trustee*, and the *prospector* strategy with that of *promotor*. It follows, then, that the category of analyzer corresponds to a position on Stevenson and Gumpert's typology midway between *trustee* and *promotor*.

Table 1. Typology of strategic possibilities for organizations (*after Miles et al.*)¹⁸

	Types	Descriptions	Flexibility/Control
1.	Defenders	These allow little change to occur.	Low flexibility (high control)
2.	Analyzers	These perceive change but wait for competing organizations to develop responses and then adapt to them.	Medium flexibility (medium control)
3.	Prospectors	These perceive opportunities for change and want to create change and to experiment.	High flexibility (low control)

NOTE: There is a fourth category, that of *Reactor*, which characterizes organizations wholly at the mercy of forces in their environment, and usually in a state of decay. It is a residual category which, following Robbins' example in his Table 6-1¹⁹ will be excluded for purposes of the present discussion.

The respondents in the Victorian study were given a series of forced-choice questions which were intended to identify the strategy most closely approximating that desired for their own library.

As shown in Table 2 below, the results indicated that the respondents were strongly agreed on their most preferred strategy. The *analyzer* strategy was clearly the most strongly preferred option for both colleges and universities. For the universities the *defender* strategy ran second, while for the colleges it was the third preference. The *prospector* category (which is most characteristic of successful entrepreneurial organizations in new fields of endeavour) was ranked third by the universities, but second by the colleges. The difference between the college and university patterns of support for the *prospector* strategy was found to be statistically significant at the 5% level.

When all results were aggregated the *analyzer* strategy emerged very strongly as the most preferred option.

Table 2. Preferred Strategies

Scores each type of strategy	DEFENDER	ANALYZER	PROSPECTOR
COLLEGES			
Scores	18/76	60/75	35/75
Per cent	23.7%	80.0%	46.7%
Ranking	3	1	2
UNIVERSITIES			
Scores	8/23	22/23	5/24
Per cent	34.8%	91.7%	21.7%
Ranking	2	1	3
ALL			
Total scores	26/99	82/98	40/99
Per cent	26.3%	82.8%	40.4%
Ranking	3	1	2

QUESTIONS ON STRATEGY

Scoring: For each forced-choice option ticked by respondents, one point was assigned to the relevant strategy, and for each strategy the total of the points is shown as a fraction of the possible maximum for that strategy. No points were assigned for non-responses, and the maximum total points attainable were reduced accordingly.

The very strong and unified response on *strategy* was particularly striking. Academic libraries have emerged as *analyzers*, i.e. as organizations which consistently seek the conflicting aims of both preserving their present characteristics, as well as introducing changes seen as beneficial, as long as these do not pose any significant threat to the status quo.²⁰

4. Barriers to Entrepreneurship in Libraries and other service institutions

Entrepreneurship in the academic library presents several problems. In order to develop new activities, staff must be diverted wholly or partially from what is regarded as their "real" job (namely serving the students and staff of the institution) hence disadvantaging the library's operation in the short or medium term, on the chance that advantages will accrue in the long term. For some activities hard decisions also need to be made about who has first call on services and materials - students of the institution, or external paying customers. A further problem is that the parent institution might see externally-raised funds as a substitute for internal funding, instead of as a supplement to the library's regular grant.

Drucker believes that public service institutions such as government agencies, schools, hospitals, charitable organizations and labour unions need to be as innovative and entrepreneurial as any business, because such organizations are faced with conspicuous threats, as well as great opportunities, in to-day's world. However public service organizations find innovation more difficult than businesses because:

The "existing" seems to be even more of an obstacle . . . stopping what has "always been" and doing something new are equally anathema to service institutions, or at least excruciatingly painful to them.²¹

The Victorian study, which identified the dominant strategy of the libraries surveyed as *analyzer*, also found good and consistent reasons why an uninhibited *prospector* or *promotor* strategy does not prevail. It is not because chief librarians are "timid bureaucrats", although obviously in any group the element of risk would be more acceptable to some than to others. The results of the Victorian study were consistent with the three obstacles to innovation in public service institutions identified by Drucker, namely: "budget" versus results-based funding, multiple constituencies, and the fact that public service institutions exist to "do good". These barriers to innovation each warrant brief discussion.

4.1 "Budget" versus results-based finding

The budgets received by academic libraries are often only indirectly linked to their performance. The responses in the Victorian study showed that decisions in the institutional and wider environment of the academic libraries were made more "on the influence of powerful groups or individuals" than "on the strengths of the arguments"²², and this means that a reliable nexus between organizational performance and funding level is very difficult to achieve. The result can be the so-called "freeway effect", where the library's very success in providing a service creates a demand which is too great to be adequately met without increased resources, and the library then needs to adopt a defensive posture to ration the service. Success thus becomes failure. Conversely, success in attracting more resources through political means unconnected with performance, remains success, because these new resources need not be fully stretched. Finally, as mentioned before, there is the ever-present danger than the library's basic grant might be cut by whatever amount is earned as profit or saved through efficiency.

4.2 Multiple constituents

Drucker observes that in a business that sells its products on the market, one constituent, the consumer, eventually overrides all the others. Academic libraries have many constituents. The Victorian study showed that the staff of the library would be among the most important of these.²³ It is understandable that staff should be an important constituency because their livelihood and professional identity depend on its welfare, and they can be depended on to defend its resource base. Also where permanent appointments are a feature of staffing policy, the long-term staff are in a position to make new initiatives unworkable if they oppose them. Other people or groups in the institution, or in government, responsible for making funding or other decisions about academic libraries, might seldom or never use the services of academic libraries. The "consumer" is by no means the ultimate arbiter of the academic library's destiny.

4.3 *Public-service institutions exist to "do good"*

The ideology of the free library with a mission to provide everyone with all the information they require is one which most librarians have helped to promote, but it has perilous consequences when libraries try to engage in commercial activities. Giving service priority to those who can afford to, or are prepared to, pay is generally unacceptable, even if ultimately this approach might benefit all users in the form of enriched bibliographic resources and more powerful information technology. The academic libraries have a clearly identified primary clientele – the staff and students of the institution – but to the extent that academic libraries are supported by tax-revenue they are regarded like public libraries, as resources which should be freely available to the community at large.

There are thus many justifications for the dominance of the *analyzer* strategy among Victorian chief librarians. Nevertheless, a choice is involved, and it is probable that the middle ground between *defender* and *prospector*, between *trustee* and *promotor* is chosen because achievable alternatives are difficult to envisage, or because there are no obvious rewards, and many risks, in making the shift towards a *prospector* or *promotor* strategy. There is still sufficient security in the library's "stable product and market" areas to discourage major commitment to entrepreneurial strategies.

5. Examples of entrepreneurship in Victorian Academic Libraries

Notwithstanding the general situation that has been described, some notable entrepreneurial achievements have been initiated or fostered in Victorian academic libraries.

5.1 *Supermap*

Supermap, a highly innovative application of CD-ROM technology was the initiative of two staff members of the University of Melbourne: Jack Massey of the Department of Geography and Jeff Leeuwenburg, Information Services Librarian of Baillieu Library – the University's central library. The sponsor of the project was Dennis Richardson, University Librarian of the University of Melbourne.

Massey and Leeuwenburg recognised that there was a high demand for mapped and unmapped statistics. Available on-line services were very expensive to use. Accordingly they developed a system covering census data from the Australian Bureau of Statistics and map boundary information from the Division of National Mapping. Dennis Richardson realised that the cost of sponsoring the project was reasonable compared to the costs which his library was accustomed to paying for on-line access to statistical and mapping information. The library provided necessary equipment, paid for CD-ROM mastering costs, provided support in the form of telex and fax facilities, and obtained data sets not yet available on campus.

The result is a product that enables desk-top production of colour maps of virtually any combination of social data in Australia, down to the level of individual Census Collectors Districts.

Perhaps sadly, when the product reached maturity at the end of 1986, it moved out of the Library and the University, and is now being developed and marketed by a private company, Space-Time Research, in which both Massey and Leeuwenburg are principals. The University of Melbourne Library will receive free copies of its products for some time to come, and the Library has had its already considerable prestige enhanced by its part in the development of Supermap. Massey and Leeuwenburg intend to publish in the same format as Supermap the census and mapping data of other countries.²⁴

5.2 AMIC - The Australian Microcomputer Industry Clearinghouse

AMIC was the idea of Don Schauder, then Associate Librarian at the Royal Melbourne Institute of Technology. In 1983, when an explosive growth in microcomputer hardware and software products was taking place, Schauder recognized that neither the RMIT Libraries nor RMIT as a whole, could hope to make available a wide range of hardware and software to students and staff without either a massive increase in funding or the active collaboration of the microcomputer industry.

Conceived originally as a library of computer hardware and software, the concept was initially canvassed within the RMIT Libraries Committee structure, but was judged too big for the Libraries alone to handle. Much hard work was required to persuade computer companies of the merits of AMIC. After all, there wasn't an AMIC elsewhere in Australia or in the United States. However, they were finally persuaded to deposit hundreds of thousands of dollars worth of equipment and software, and to pay substantial fees to cover AMIC's costs, including rental of prestige accommodation adjacent to the RMIT campus.

AMIC has gone from strength to strength as a demonstration and training centre. It was recently recognised by *Australian PC World* as "tops among computer training centres headquartered in Melbourne".²⁵ It is used as a training centre on a fee-paying basis by many of Australia's most distinguished companies, large and small. AMIC is a rewarding venture for the computer companies who display their products; for the RMIT staff who teach its fee-for-service courses and undertake consultancies for commerce and industries; for RMIT as a whole, which has access to a constantly updated and renewed collection of hardware and software; for the national and state governments who use it as a launching pad for Australian information technology; and for its customers who have access to a range of equipment, software and expertise which few if any other organisations can offer.

As with Supermap, the concept was nurtured in a library, but reached maturity outside the library organization. In contrast to Supermap, however, it remains a part of its parent institution, RMIT.

5.3 *INFORMIT*

INFORMIT is another example of library entrepreneurship at RMIT which, in contrast to AMIC, has remained within RMIT Libraries. It provides a vehicle for a range of services which RMIT Libraries offer to commerce, industry and the community, including on-line searching and bibliographic work. INFORMIT is an example of collective entrepreneurship by RMIT Libraries senior management, led by the Institute Librarian, Barrie Mitcheson.

5.4 *WESTDOC*

WESTDOC, a collaborative project with the municipalities in the western region of Melbourne, is a bibliographic database on the history and development of the western region. WESTDOC has diversified into additional services such as statistical information and a current information service on Telecom's VIATEL Videotex system.

WESTDOC has received funding from several sources, but its main funding has come from federal government employment creation programs. Dozens of long-term unemployed people have worked on the project and left with marketable skills in information work.

WESTDOC has been replicated and extended at Chisholm Institute of Technology under the name SOUTHGUIDE. Another replicative project, EASTDOC has started in the outer eastern region, with collaboration from the library of Victoria College.

The databases on the WESTDOC model provide substantial help to planners in the private and public sector, and to numerous community groups. They also serve as a resource for education and research in the academic institutions with which they are connected, and other educational organizations.

5.5 *HITS*

HITS - the Hargrave Information Technology Service - was established in 1985, to provide a fee-based information service to industry. The entrepreneurs involved were Marta Chiba, the Hargrave Librarian, and Leigh Oldmeadow, her deputy who developed and now market the service. The Hargrave Library is part of the library system of Monash University and specialises in science and technology.

HITS was designed and targeted with great care. Its clientele are limited to a manageable number of firms within a 20 km radius of Monash. The concept was promoted by means of seminars. Pricing is set to cover all direct costs, overheads, salaries and includes a profit margin.

It is the stated intention of HITS that revenue earned should benefit the primary clientele of Hargrave Library, namely the staff and students of Monash University, through the provision of enriched facilities. From the viewpoint of the library staff, HITS provides an opportunity to broaden their

experience, and to "gain an idea of the information services undergraduates will require as professionals once they join the workforce".²⁶

6. Entrepreneurship and Academic Libraries – The next phase

The examples of entrepreneurship given above are impressive, and are by no means exhaustive for Australian, or even for Victorian, academic libraries. However, they are no more than a beginning. Two of the examples – AMIC and Supermap – left the orbit of the library, and even the parent institution, at an early stage; the WESTDOC style projects operate alongside rather than within their library organizations. HITS and INFORMIT represent concepts which have been carefully integrated into the mainstream work of its library, but the price of this achievement is that the projects must proceed cautiously and on a small scale.

Lennart Bokajo of the Foresight Group of Sweden and USA has outlined the differences in management techniques required between "traditional" and "entrepreneurial" organizations. Essentially he recommends that organizations be flexible, that internal competition be tolerated, that managers should share their vision of the future, and that mistakes should be tolerated.²⁷ The Victorian study showed that the organizational characteristics of academic libraries had much in common with the "traditional" paradigm described by Bokajo in that they use a fairly high degree of *formalization* of structure, or control of work patterns through rules and procedures. They were also resistant to the concept of split reporting lines.²⁸ Kanter provides a similar list to that of Bokajo of organizational characteristics that support creativity. It includes multiple reporting relationships, overlapping managerial territories, a free and "somewhat random" flow of information, multiple centres of power with some budgetary flexibility, loose definition of managerial positions, an emphasis on lateral or cross-functional contact, and a system of rewards "that emphasizes investment in people and projects rather than payment for past services (i.e. move successful entrepreneurs into more challenging jobs, and give them the chance to take on even bigger projects)."²⁹

Developing an entrepreneurial library clearly involves a difficult trade-off between the flexibility needed for innovators to prosper and the control needed to keep a library running efficiently in the short to medium term. This conflict between flexibility and control is the key tension that library managers need to contend with in promoting innovation. There is no guarantee that greater flexibility will improve morale among all staff members. For the manager personally there remains the apparent problem that public sector organizations have a skewed reward system which tends to penalize failure but not to reward success. The first step is simply to acknowledge this fact, and then proceed to limit the risks by handling the decision processes carefully, achieving some notable short term successes, and building political support.³⁰

Returning to the organization theory models in Figs. 1, 2 and 3, there is room for optimism about the future of entrepreneurship in academic libraries.

It must be remembered that the typologies which furnish the conceptual frameworks for organizational analysis are "ideal types" – they are never fully encountered in the real world. The findings of the Victorian study show that while the organizational characteristics of Victorian academic libraries are not those of Miles' *prospector* or Stevenson and Gumpert's *promotor*, neither are they those of *defender* and *trustee*. Within the dominant *analyzer* strategy revealed by the Victorian study, there is a basic capacity for, and interest in, innovation and entrepreneurship. While it is true that "one swallow does not make a summer", the examples of entrepreneurship given above seem to indicate, however tentatively, the potential for a more entrepreneurial future for academic libraries.

The author

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Acknowledgements

The help given by Dr John Bailey, Executive Director, Centre for the Development of Entrepreneurs, Chisholm Institute of Technology, Victoria, Australia; and by my friend and mentor Dr Pierre Gorman, Visiting Fellow, Chisholm Institute of Technology, in the preparation of this paper, is gratefully acknowledged.